

01-8904 Hopetoun P-12 College Strategic Plan 2017-2020

Approved December 2016

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Tony Hand..... [date]	..... [name]..... [date]	..... [name]..... [date]	..... [name]..... [date]	..... [name]..... [date]
School council	Simon Cook..... [date]	..... [name]..... [date]	..... [name]..... [date]	..... [name]..... [date]	..... [name]..... [date]
Delegate of the Secretary:	Brendan Ryan..... [name] [date]	..... [name]..... [date]	..... [name]..... [date]	..... [name]..... [date]	..... [name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Hopetoun P-12 College strives to meet the individual needs of all students in cooperative learning communities. The College promotes high expectations, accountability and feedback to produce responsible, respectful and collaborative citizens in a changing society..</p>	<p>At the beginning of 2016, the College values were revisited with staff, students and the community. Following this input, three main values were identified as being a central focus for our College:</p> <ul style="list-style-type: none"> • Respect • Responsibility • Teamwork 	<p>Hopetoun P-12 College was formed in 2012 through the amalgamation of Hopetoun Primary School and Hopetoun Secondary College. 2016 saw all students located on the former Secondary College which has been a very important and positive step forward for the College.</p> <p>Hopetoun (population 589 – 2006 Census) is a rural/remote town situated in the Southern Mallee farming area 400 kilometres north-west of Melbourne.</p> <p>In 2016 the College has an enrolment of 104 students in Years Prep-12 (35 in Grades Prep – 6 and 69 in Years 7 – 12). Students are drawn from the communities of Hopetoun, Beulah, Patchewollock, Lascelles and Woomelang. The student population has been decreasing in line with Shire population statistics. This is due to many factors including prolonged drought, increasing farm acreage and decline in employment opportunities. The socio-economic profile is changing with an increasing proportion of families eligible for CSEF. Employment opportunities are limited in the immediate area, with most students leaving to access further education or employment.</p> <p>While the grounds are extensive, a master plan is being developed to prioritise and systematically organise future developments.</p> <p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Declining rural population and associated decline in student numbers • Changing population demographics • Newly formed Leadership Team with a new Principal at the beginning of 2017 • The College has and will continue to have a change in staffing profile due to retirement 	<p>During the course of the next strategic plan our focus will be on:</p> <p><u>Building practice excellence</u> <i>The staff will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.</i></p> <p><u>Curriculum planning and assessment</u> <i>Staff will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs so that students can reach their potential. The School will strengthen the use of student assessment data and feedback to evaluate impact on students' progress, monitor the impact of teaching and adjust learning programs and interventions.</i></p> <p>Our aim is to:</p> <ul style="list-style-type: none"> • Develop and embed an Explicit teaching model • Develop Curriculum Documents incorporating all aspects of the Victorian Curriculum • Purchase PAT Maths and English and incorporate testing into assessment schedule and collect and use data to inform teaching <p><u>Building Leadership Teams</u> <i>The staff will strengthen leadership role statements, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture of trust that is focused on inclusion, improvement, and strengthen the induction of new teachers into the professional learning culture of their school</i></p> <p>Our aim is to:</p> <ul style="list-style-type: none"> • Develop and embed a distributed Leadership Model • Develop and embed inclusive decision making processes • Develop models for giving and receiving feedback for both staff and students <p><u>Empowering students and building school pride</u> <i>The School will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have voice in the learning process, and fully and proudly participate in school life.</i></p> <p><u>Setting expectations and promoting inclusion</u> <i>The School will work across the community to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours.</i></p> <p>Our aim is to:</p> <ul style="list-style-type: none"> • Embed School Wide Positive Behaviours • Nurture and promote student voice



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																																															
To Improve student learning gain for every student in all domains	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> Curriculum Planning and assessment Building Practice Excellence 	<p>Develop and implement a guaranteed and viable curriculum</p> <p>Build staff capacity to recognize and implement an agreed Instructional Model and consistently implement high impact strategies that align with the model.</p> <p>Build staff capacity to identify and use a range of data sets to inform both teaching and assessment for every student</p> <p>Develop staff collaboration through moderation and observation/coaching practices to improve teaching practice across the College.</p>	<p>NAPLAN relative Growth to have 80% in High/Medium Category Yrs 3-5</p> <table border="1"> <thead> <tr> <th>Growth H/M</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Writing</td> <td>60</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Spelling</td> <td>60</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Grammar</td> <td>80</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>60</td> <td></td> <td></td> <td>80</td> </tr> </tbody> </table> <p>NAPLAN relative Growth to have 80% in High/Medium Category Yrs 7-9</p> <table border="1"> <thead> <tr> <th>Growth H/M</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Writing</td> <td>57</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Spelling</td> <td>85</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Grammar</td> <td>85</td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>100</td> <td></td> <td></td> <td>80</td> </tr> </tbody> </table> <p>PAT Testing Growth – effect size of 0.4</p> <table border="1"> <thead> <tr> <th>Growth H/M</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td>0.4</td> </tr> <tr> <td>Reading</td> <td></td> <td></td> <td></td> <td>0.4</td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> <td>0.4</td> </tr> </tbody> </table> <p>Attitudes to School Teacher effectiveness – improve Yr5/6 and maintain Yr -12</p> <table border="1"> <thead> <tr> <th>School/state</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>5-6</td> <td>3.60/4.38</td> <td></td> <td></td> <td>4.3</td> </tr> <tr> <td>7-12</td> <td>3.79/3.63</td> <td></td> <td></td> <td>3.85</td> </tr> </tbody> </table>	Growth H/M	2016	2017	2018	2019	Reading	60			80	Writing	60			80	Spelling	60			80	Grammar	80			80	Numeracy	60			80	Growth H/M	2016	2017	2018	2019	Reading	85			80	Writing	57			80	Spelling	85			80	Grammar	85			80	Numeracy	100			80	Growth H/M	2016	2017	2018	2019	Writing				0.4	Reading				0.4	Maths				0.4	School/state	2016	2017	2018	2019	5-6	3.60/4.38			4.3	7-12	3.79/3.63			3.85
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To establish and embed a Hopetoun P-12 College Culture	<p>Professional leadership</p> <ul style="list-style-type: none"> Building leadership teams Vision, Values and Culture Strategic Resource Management 	<p>Develop the roles and responsibilities of each member of the Leadership Team, each member of staff and School Council</p> <p>Develop structures that align decision making and resourcing to the school vision and values and within budget constraints</p> <p>Develop processes and procedures that build a culture of high expectations, accountability and feedback between staff, students, parents and all other stakeholders.</p> <p>Focus on Transition processes to, within and out of school</p>	<p>Staff Opinion Data School Climate and School Leadership to maintain levels higher than state</p> <table border="1"> <thead> <tr> <th>School/state</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Climate</td> <td>71.82/69.32</td> <td></td> <td></td> <td>71</td> </tr> <tr> <td>Leadership</td> <td>72.68/67.94</td> <td></td> <td></td> <td>71</td> </tr> </tbody> </table> <p>Parent Opinion Data School Improvement, Approachability, Parent Input and General Satisfaction to maintain or exceed state levels</p> <table border="1"> <thead> <tr> <th>School/state</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Improvement</td> <td>5.57/5.62</td> <td></td> <td></td> <td>5.65</td> </tr> <tr> <td>Approachability</td> <td>5.76/5.72</td> <td></td> <td></td> <td>5.75</td> </tr> <tr> <td>Input</td> <td>5.77/5.31</td> <td></td> <td></td> <td>5.80</td> </tr> <tr> <td>General Satis</td> <td>5.68/5.84</td> <td></td> <td></td> <td>5.80</td> </tr> </tbody> </table>	School/state	2016	2017	2018	2019	Climate	71.82/69.32			71	Leadership	72.68/67.94			71	School/state	2016	2017	2018	2019	Improvement	5.57/5.62			5.65	Approachability	5.76/5.72			5.75	Input	5.77/5.31			5.80	General Satis	5.68/5.84			5.80																																																							
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To ensure students feel safe, positive and motivated to learn	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> Empowering students & building school pride Setting expectations & promoting inclusion 	<p>Build staff and student capacity to promote positive interactions and behaviours through the development and implementation of programs such as School Wide Positive Behaviours</p> <p>Investigate avenues and implement strategies to improve student voice across the College including survey processes and protocols, and other feedback tools.</p> <p>Continue the focus on student health and wellbeing, particularly resilience strategies.</p>	<p>Attitudes to School Connectedness to peers, Student Morale, school connectedness, student motivation – 5-6 & 7-12</p> <table border="1"> <thead> <tr> <th>5-6 / 7-12</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Peers</td> <td>3.64 / 4.00</td> <td></td> <td></td> <td>4.30 / 4.10</td> </tr> <tr> <td>Student Morale</td> <td>5.29 / 4.82</td> <td></td> <td></td> <td>5.60 / 4.85</td> </tr> <tr> <td>connectedness</td> <td>3.00 / 3.65</td> <td></td> <td></td> <td>4.00 / 3.70</td> </tr> <tr> <td>motivation</td> <td>3.81 / 4.15</td> <td></td> <td></td> <td>4.50 / 4.25</td> </tr> </tbody> </table> <p>Attendance Data</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>P-Yr6</td> <td>18.59</td> <td></td> <td></td> <td>17.0</td> </tr> <tr> <td>Yr7 – Yr12</td> <td>20.58</td> <td></td> <td></td> <td>19.0</td> </tr> </tbody> </table>	5-6 / 7-12	2016	2017	2018	2019	Peers	3.64 / 4.00			4.30 / 4.10	Student Morale	5.29 / 4.82			5.60 / 4.85	connectedness	3.00 / 3.65			4.00 / 3.70	motivation	3.81 / 4.15			4.50 / 4.25		2016	2017	2018	2019	P-Yr6	18.59			17.0	Yr7 – Yr12	20.58			19.0																																																							
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